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## **TALABA YOSHLARDA IJOBIY MULOQOTNI SHAKLLANTRISH VA UNING PEDAGOGIK-PSIXOLOGIK HUSUSIYATLARI**

**Annotatsiya:** Maqolada talaba-yoshlarda ijobiy muloqotni shakllantirish jarayonlari va uning pedagogik-psixologik hususiyatlari borasida fikrlar, shuningdek ijobiy muloqotni shakllantirish muammolari haqida fikr va mulohazalar boradi.

**Kalit so‘zlar:** talaba, yosh xususiyatlari, muloqot, kognitiv faoliyat, faollashtirish, komunikatsiya.

## **ФОРМИРОВАНИЕ ПОЗИТИВНОГО ОБЩЕНИЯ У СТУДЕНТОВ И ЕГО ПЕДАГОГИКО-ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ**

**Аннотация:** В статье содержатся размышления о процессах формирования позитивного общения у студентов и молодежи и его педагогических и психологических особенностях, а также размышления и комментарии по проблемам формирования позитивного общения.

**Ключевые слова:** студент, возрастные особенности, общение, познавательная деятельность, активизация, коммуникация.

## **FORMATION OF POSITIVE COMMUNICATION IN STUDENTS AND ITS PEDAGOGICAL-PSYCHOLOGICAL FEATURES**

**Abstract:** The article contains thoughts on the processes of forming positive communication in students and their pedagogical and psychological characteristics, as well as thoughts and comments on the problems of forming positive communication.

**Keywords:** student, age characteristics, communication, cognitive activity, activation, communication.

In today's new Uzbekistan, the study of the processes of forming positive communication among students and their pedagogical and psychological characteristics is one of the most important aspects. In our republic, the higher education system is being further improved, the material and technical base is being strengthened, the network of higher education institutions is being expanded, the provision of qualified pedagogical personnel is being created, the conditions for developing intellectual, moral, aesthetic, physical and communicative culture in students, taking into account advanced foreign experiences, the quality of higher education, the normative basis for improving the mechanism for training and improving the skills of pedagogical personnel have been created. In particular, the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 stipulates the introduction of methodologies

and technologies aimed at increasing the share of independent learning hours, developing independent learning, critical and creative thinking, systematic analysis, entrepreneurial skills in students, and strengthening competencies in the educational process. The formation of positive communication among students in higher educational institutions is of great importance in increasing the effectiveness of education and raising the level of knowledge. Student life is a very active period of intensive work on oneself, and at the same time it means the development of interpersonal communication in them, as well as their practical application in the social environment. The great scientist L. D. Stolyarenko characterizes the student community as a special social category of people, a special team, organizationally united by a higher educational institution. According to the definition of I. A. Zimnaya, the student body includes people who purposefully and systematically master knowledge and professional skills, distinguished by the highest level of education, the most active consumption of culture and a high level of cognitive motivation. A modern student of the institute is, first of all, a young man who has all the opportunities for further development. The first-year student, the most important intellectual potential of society, is yesterday's student, he does not have the necessary experience and urgently needs to acquire it. In this regard, it is very important for the teacher to direct the activity of the first-year student to adapt to independent work as soon as possible. This implies the development of cognitive activity. It is necessary to explain to the student that this activity is carried out not only in order to successfully pass exams, but also in order to acquire knowledge, skills and abilities.

The time between graduating from school and starting studies at the institute is very short, and it requires a high level of change in previously set goals, a deep reconsideration of your habits and behavior, as a result of which new qualities appear that contribute to the fulfillment of new social roles, the manifestation of such personal qualities as independence, curiosity, initiative. The student faces difficulties associated with the need to get used to new things - classmates, teachers of specialized subjects, various reporting forms, and importance in the eyes of others. There is a complex dynamic relationship between the educational process and development, which changes depending on age. L. S. Vygotsky proved that developmental processes do not coincide with educational processes, but follow them. He identified a "zone" of proximal development, characterized by a range of tasks that a student can solve at a certain stage of development not independently, but under the guidance of a teacher. But over time, as cognitive abilities develop, these tasks are performed by him independently. Researchers identify sensitive periods of human ontogenesis, which are most favorable for the development of abilities. During these periods, a particularly intensive development of abilities can occur, preceding the general development of the personality. This is an important condition for the formation of abilities. Studies by B. G. Ananyev and a group of scientists prove that the nature of the psychophysical development of human maturity is heterogeneous and contradictory, and is a complex structure of various processes. The most profound social and psychophysiological shifts occur on the border between the cessation of maturation and the stabilization of mature, formed behavioral and cognitive structures of a person. Moments of social adaptation Components of this structure: increasing the functional level of various mechanisms of activity, stabilizing these levels and reducing them. It is no secret that most students set themselves "big" tasks. In this regard, the problem of self-education and self-education is in the first place. Therefore, when organizing any activity of a student, it is necessary to take into account his psychology, which changes with each new course. During the student period, significant changes occur in interpersonal relationships. Disruptions in internal relationships, various disputes, emotional misunderstandings, disagreements in internal and external relations arise. For example, during the 1st year of students, conflicts in internal relations are relatively rare. During the 2nd year, relations change. Microgroups appear within the group, and disputes and conflict situations arise between groups. This may continue until the student completes the educational process. In order to prevent this, tutors, group leaders, and teachers must first work at a high level. Preventing conflicts and being able to anticipate conflict-

provoking situations is a necessary factor. If problems and conflict-provoking situations within a group are not prevented in a timely manner, the following processes may occur:

- The level of knowledge of the group decreases;
- Various emotional states occur in students;
- Cohesion in the group is lost;
- Frequent minor conflicts occur, and the effectiveness of education is greatly reduced;
- Disrespect and indifference appear in internal relations;
- Productivity decreases;
- The desire to master subjects decreases;
- Problems arise in group attendance.

They are distinguished by a tendency to more personal and meaningful interaction, high reflexivity, become a source of emotional experiences. At this age, the need for understanding and empathy, sympathy, and the establishment of trusting relationships increases. Communication with peers is of particular importance and becomes one of the leading factors of personal development.

Teachers play an important role in the positive formation of relationships between students and young people. Teachers and educational institutions play a crucial role in developing students' communication skills. They can do this more effectively through a number of strategies. First, communication skills training and development need to be made a core part of the curriculum. This can be done by combining theoretical knowledge with practical exercises, role-playing, group discussions and presentations. Teachers should encourage students to participate in a variety of communication situations, while strengthening their communication skills such as listening, asking questions, exchanging ideas and solving problems. Teachers should also create an environment of mutual respect, openness and acceptance, thereby encouraging students to express their opinions freely and to listen to the opinions of others. This helps to foster positive relationships within the group by appreciating diversity and respecting the views of each student. In addition, teachers can teach students communication skills through various methods and channels of communication, including written and oral communication, as well as the use of modern technologies. This helps to expand students' communication skills and make them adaptable to different communicative situations.

A change in the familiar environment can be accompanied by dissatisfaction with the results of studies, loss of interpersonal relationships, familiar status in the group, anxiety when choosing a future profession. This leads to stress and nervous exhaustion, fatigue and poor performance. Maladaptation can manifest itself in a change in the internal regulatory system, serious deviations in the psyche, self-destructive, self-destructive behavior, aggression. For some students, the development of a new behavioral stereotype occurs abruptly, while for others it occurs more or less evenly. Undoubtedly, the features of this restructuring are associated with the characteristics of the higher nervous activity. However, social factors are very important here. Knowing the individual characteristics of the student, building a system for introducing him to new types of activity and a new social circle on their basis, allows you to avoid maladaptation syndrome, make the adaptation process smooth and psychologically comfortable. Social

adaptation at the institute is divided into: Professional adaptation is understood as adaptation to the nature, content, conditions and organization of the educational process, the development of independence skills in educational work; socio-psychological adaptation is the adaptation of a person to a group, the establishment of relationships with it, the development of a specific style of behavior. Many first-year students initially face great difficulties associated with the lack of independent learning skills. They do not know how to write lectures, work with textbooks, obtain knowledge from primary sources, analyze large amounts of information, and clearly and concisely express their thoughts. Students' adaptation to the educational process usually ends at the end of the 2nd semester and the beginning of the 3rd semester.

In order to study the formation of positive communication processes in students and to know their mutual internal environment, we adopted the methodology “Forming positive communication in students” from the second-year students of the Applied Psychology department.

№	Number of students	Positive relationship	%	Negative relationship	%	Average relationship	%
1	25	16	64 %	4	16 %	5	20 %

When the methodology “Forming positive communication in students” was used among 25 students of the second stage of the applied psychology direction, 16 of the students, or 64%, showed positive results in their interpersonal relationships. 4, or 16%, showed negative results in their interpersonal relationships. 5, or 20%, showed an average result in their interpersonal relationships. It is clear from this that the level of positive interpersonal relationships among the students of the second stage of the applied psychology direction was high. It was found that the level of disruption in intra-group relations and conflict-generating processes in interpersonal processes was low.

If we proceed from the results of the above studies, it was found that such compensation, first of all, is the absence of negative relationships and processes that hinder the development of the personality of students. This, in turn, leads to the formation of positive relationships.

Conclusion. In our opinion, educational activities include a wide range of tasks. This can be an integral part of various academic and extracurricular activities of students, helping to deepen and expand the scope of knowledge in their chosen specialty. The formation of positive communication among students, improving internal relations within groups, leads to increased educational effectiveness, and the formation of high-level cognitive skills.

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